DOCUMENT RESUME

ED 158 869 PS 009 572

TITLE Major KEEP Findings, 1971 - 1975.
INSTITUTION Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
SPONS AGENCY California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
PUB DATE [74]
NOTE 4p.; For related documents, see PS 009 533-571 and PS 009 573

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Academic Achievement; Curriculum; *Demonstration Programs; *Early Childhood Education; *Educational Improvement; Family Influence; *Hawaiians; Information Dissemination; Inservice Teacher Education; Pidgins; Research; Student Motivation; Teaching Methods
IDENTIFIERS Hawaii; *Kamehameha Early Education Program

ABSTRACT

This report lists the 34 major research findings from the Kamehameha Early Education Program (KEEP) for the years 1971-1975. Each finding is accompanied by a listing of KEEP technical reports and working papers which contain information relevant to that finding. Included among areas covered in the findings are: (1) student motivation, (2) teacher training, (3) student achievement, (4) curriculum, (5) teaching methods, (6) ethnic dialects, (7) family background, and (8) information dissemination. (JMB)

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ED158869

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Major KEEP Findings
1971 - 1975

Findings		Technical Reports
1.	KEEP's program to train its own staff in motivating children has been extremely successful.	6, 7, 8, 9, 11, 12, 24, 41, 56, 58
2.	KEEP's children are, on the average, 20% more industrious than comparison schools.	55, 60
3.	One contributing factor is providing them with success experiences, and a rich diet of teacher praise. When compared to other schools, locally and on the mainland, KEEP teachers praise children 3 times as much and scold them less.	56, 60
4.	KEEP children have the same average IQ scores as national norms, by the time they have completed the kindergarten year at KEEP, although they are lower than the norms when they begin kindergarten.	5, 36, 40
5.	KEEP's children are handicapped in learning mathematics by their difficulties in reading and understanding word problems. Otherwise, they could probably perform at national norms in mathematics.	44, 60, 62
6.	Even when KEEP children are very industrious, they do not achieve grade-level reading proficiency using available, standard curricula.	26, 36, 42, 43, 60
7.	Reading-readiness programs in kindergarten are necessary and valuable.	34, 57
8.	A reading curriculum for KEEP children should not begin with phonics, nor be primarily based on phonics.	26, 36, 42, 43, 50, 57
9.	Even though many KEEP children do not use Standard English in everyday speech, they still understand it.	15, 29, 59
10.	There is a high correlation between skill in Standard English and skill in Hawaiian Islands Creole, as measured by KEEP tests. Relative to their classmates, there are very few children who are good in one dialect and poor in the other.	59
11.	Being a pidgin speaker does not in itself handicap a child in learning to read, even when the instruction is in Standard English.	54, 59

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Findings	Technical Reports
12. Skill in Standard English and Hawaiian Islands Creole both are related to reading achievement, but Standard English skill is slightly more important.	26, 54
13. Verbal IQ is more important in learning to read than skill in either Standard English or Hawaiian Islands Creole.	54
14. Hawaiian Islands Creole English (pidgin) speakers show steady improvement in Standard English speech skills from ages five to nine. This improvement occurs in rural, suburban, and urban schools.	15, 59
15. The grammatical features of Standard English that are difficult for Creole-speaking children are the same ones that are troublesome for Mainland Caucasian children. An investigation in progress indicates that this also is true for Indian, Black, Chinese, Japanese, Mexican immigrant, Korean, Filipino, and Hawaiian-Americans living in California.	59
16. Hawaiian Creole speakers show steady improvement in Hawaiian Creole from ages five to seven, just as they show steady improvement in Standard English. There is no evidence of a decline in Creole-speaking ability as the result of attending school.	59
17. By age nine, Creole speakers are able to use Standard English. This occurs without special drill or programs.	59
18. It is probably true that increasing the number of oral language opportunities and activities in general is more likely to affect academic achievement than drill or special classes focused on Standard English. Research and development will be needed to define and train teacher classroom skills that foster oral language development.	43, 57, 59
19. Social environment strongly affects oral language performance. Thus, Creole-speaking children will not always show the Standard English competence they have in test situations.	30, 59
20. In the kindergarten classroom, children interact and speak to others in patterns that have nothing to do with either Standard English or Hawaiian Creole ability. There is no tendency for kindergarten children to group themselves in terms of the dialect they use.	16
21. Kindergarten verbal ability scores are higher for children who attended preschool, but there is no difference on any measure when the children complete first grade. KEEP children who did not attend preschool perform the same on first grade reading achievement tests as those that did attend.	65

Findings	Technical Reports
22. The best predictors of first grade reading achievement are general verbal ability and reading-readiness scores.	59
23. The clusters of intellectual abilities in the KEEP population are identical to previous studies in other educationally disadvantaged populations.	54
24. Family background is strongly related to school achievement.	5, 40, working paper (61)
25. Hawaiian mothers use a different teaching style than U.S. Mainland mothers; they use more demonstration than verbal instructions. For KEEP children, school achievement is related to mother use of verbal directions.	working paper (61)
26. KEEP students do as well or better than appropriate comparison schools which do not carry on extensive research. Hawaiian-American children in many schools, including KEEP, perform below grade level in basic academic areas.	36, 60
27. KEEP students show large and significant increases during kindergarten in school and reading readiness. They do not show increases of that magnitude in reading achievement in first grade.	5, 26, 36, 40, 42, 57
28. About 10-15% of KEEP children have serious intellectual/learning deficiences that require special education.	KEEP records
29. KEEP has devised effective methods for training public school teachers to motivate their pupils, when those teachers are interested in learning how.	33, 52
30. At least half of our teachers are also competent trainers and consultants to DOE teachers.	27, 33, 51, 52, 58
31. Effective cooperation has been maintained between KEEP and the DOE Board of Education, the Superintendents, principals, and those teachers with whom we have worked.	27, 33, 51, 52, 58
32. We have successfully exported to DOE teachers the following: management techniques, improved classroom organization, and curriculum materials and techniques in math and reading.	27, 33, 51, 52, 58
33. We have intensively studied two basic forms of exporting: workshops and continuing resource consultation. Both have been effective in meeting their goals. There is no real difference in cost. Both are labor-intensive.	working paper
34. To successfully influence public education in behalf of Hawaiian children, it is necessary that individual teachers be motivated to learn new skills. Further research is needed to find ways to enhance teachers' motivation to participate in KEEP training.	